

## Cope Area Career Center

6052 Slab Landing Road  
Cope, South Carolina 29038

<b>Grades</b>	11-12 Career Center		
<b>Enrollment</b>	286 Students		
<b>Director</b>	Michael Cory	803-534-7661	
<b>Board Chair</b>	Mr. Aaron Rudd	803-534-1123	
<b>Superintendents</b>			
Phyllis K. Schwarting	Bamberg 1	803-245-3053	
Dr. V. Sherill Brackett	Bamberg 2	803-793-3346	
Dr. Darrell Johnson	Orangeburg 4	803-534-8081	

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

#### Absolute Ratings of Career Centers

Excellent	Good	Average	Below Average	Unsatisfactory
24	10	3	0	1

### IMPROVEMENT RATING

GOOD

### ADEQUATE YEARLY PROGRESS

YES

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the state rating for career and technology centers must be Excellent, Good, Above Average, Average or Below Average.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Good	Yes

**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERFORMANCE BY STUDENT GROUPS**

	<b>Mastering Core Competencies</b>			<b>Receiving Diplomas</b>			<b>Place in Field</b>		
	<b>This Center</b>		<b>State Center Average%</b>	<b>This Center</b>		<b>State Center Average%</b>	<b>This Center</b>		<b>State Center Average%</b>
	n	%		n	%		n	%	
<b>All Students</b>	188	80.3%	81.1%	45	84.4%	92.4%	112	94.6%	97.6%
<b>Students with disabilities on diploma track</b>	0	N/A	73.2%	0	N/A	75.6%	3	I/S	98.5%
<b>Gender</b>									
Male	106	75.5%	77.7%	17	76.5%	90.9%	50	96.2%	98.6%
Female	82	86.6%	85.2%	28	89.3%	93.3%	56	93.3%	96.5%
<b>Racial/Ethnic Group</b>									
White	96	90.6%	89.0%	24	95.8%	95.4%	57	93.4%	98.5%
African American	90	68.9%	73.6%	21	71.4%	86.8%	49	96.1%	96.1%
Asian/Pacific Islander	2	I/S	89.1%	0	N/A	85.1%	0	N/A	N/A/V
Hispanic	0	N/A	81.7%	0	N/A	91.3%	0	N/A	N/A/V
American Indian/Alaskan	0	N/A	76.3%	0	N/A	81.3%	0	N/A	N/A/V
<b>Migrant Status</b>									
Migrant									
Non-migrant									
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	74.6%	0	N/A	86.1%	N/AV	N/AV	N/AV
Non-Limited English Proficient	188	80.3%	81.2%	45	84.4%	92.4%	N/AV	N/AV	N/AV
<b>Socio-Economic Status</b>									
Subsidized meals	114	72.8%	75.1%	25	76.0%	87.8%	56	96.6%	96.5%
Full-pay meals	74	91.9%	85.9%	20	95.0%	94.6%	50	92.6%	98.0%

n = number of students on which percentage is calculated

**DEFINITIONS OF PERFORMANCE RATING TERMS**

- **Mastering Core Competencies**—The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.
- **Graduation Rate**—The percentage of 12th grade career and technology students who graduate in the spring.
- **Placement Rate**—The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Median Career Center</b>
<b>Students (n= 286)</b>			
With disabilities other than speech	0.0%	No change	1.8%
Career/technology students in co-curricular organizations	12.9%	Up from 7.7%	18.6%
Enrollment in career/technology center courses	286	Up from 143	643
Students participating in worked-based experiences	61.5%	Down from 76.9%	32.2%

<b>Teachers (n= 8)</b>			
Teachers with advanced degrees	0.0%	No change	25.6%
Continuing contract teachers	62.5%	Down from 71.4%	73.5%
Highly qualified teachers	N/A	N/A	66.7%
Teachers with emergency or provisional certificates	25.0%	Up from 14.3%	15.1%
Teachers returning from previous year	91.7%	Up from 86.1%	88.9%
Teacher attendance rate	93.0%	Down from 93.7%	95.6%
Average teacher salary	\$42,351	Down 1.8%	\$43,493
Prof. development days/teacher	13.3 days	Up from 9.6 days	13.6 days

<b>School</b>			
Director's years at Center	2.0	Up from 1.0	3.0
Dollars spent per pupil*	\$4,597	Down 14.2%	\$3,353
Percent of expenditures for teacher salaries*	52.6%	Down from 59.5%	52.3%
Parents attending conferences	86.0%	Down from 99.0%	83.8%
SACS accreditation	Yes	No change	Yes

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	N/A	90.1%

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**REPORT OF DIRECTOR AND SCHOOL IMPROVEMENT COUNCIL**

These are exciting times in career and technology education at Cope Area Career Center! The 2004-05 school year brought many new changes to your award-winning career center and the results have been outstanding. One of our first goals this year was to promote the benefits of technical skills and career courses in today's colleges and workforce, which produced a record number of students attending Cope Area Career Center, CACC, during this school year. This initiative produced a thirty-eight percent increase in our enrollment to nearly three hundred students pursuing career-oriented classes. Our staff also created a new schedule of courses that better prepares students for the 21st Century. Classes are now being offered in two flexible formats: semester or full-year, to meet the scheduling needs of our students. This schedule also offered several new courses such as Emergency Medical Services, Business and Personal Finance, Entrepreneurship, and Introduction to Construction.

Another goal we set was to incorporate the latest technologies, supported by industry standards of 2005 and beyond, into our programs. A computerized plasma cutter curriculum has been integrated into our Welding Technology program. Our Automotive Technology program was awarded a pilot site for an online NATEF automotive curriculum. CACC staff also pursued and received an electrical car grant that introduced Electricity and Introduction to Construction students to electric powered vehicles. Health Science Technology students completed a forty-hour clinical experience in various medical agencies throughout our service area and the program was re-certified by the high standards of the State Department of Health and Human Services. Emergency Medical Services students completed modern training in emergency care, firefighting skills, disaster relief, first responder and first-aid competencies. Our Business Department offered the latest in technology with nearly twenty new computers installed for student's learning. We started a summer camp for middle school girls called Rosie's Girls. A cornerstone for all of our program's success is our Career Guidance Services that has emphasized student-led committees and councils, team-building, and now offers NovaNet, an online academic curriculum, as well as other services to support student learning.

A final goal for Cope Area Career Center was to increase the number of industry-based certifications. CACC has already seen results of our efforts with our school receiving accreditation by the Southern Association of Colleges and Schools and various student certifications, awards and accomplishments. Five cosmetology students received their South Carolina Cosmetology Licenses. Carpentry, Welding and Electricity students received industry certifications from NCCER, a national construction trade group. Health Science Technology students received certification as Certified Nursing Assistants and CPR/First-Aid while the EMS students received certifications in CPR, First-Aid, First Responder and several other areas. Also, nineteen students were inducted into the National Technical Honor Society and nearly sixty students received the Presidential Award for Excellence. Academic excellence is evident at our school and we will continue to produce award winning education for our students and the community. I invite you to join our team and contribute to our success.

Michael Cory, Director  
 Jimmy Chavis, Advisory Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	9	75	46
Percent satisfied with learning environment	88.9%	87.8%	78.3%
Percent satisfied with social and physical environment	100.0%	86.5%	71.7%
Percent satisfied with school-home relations	55.6%	89.2%	68.9%

\*Only eleventh grade students and their parents were included.